

## 2016 Tennessee Educator Survey Instructional Coach Core Survey

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The Tennessee Consortium on Research, Evaluation, and Development and the Tennessee Department of Education are pleased to continue in partnership to present the Second Annual Tennessee Educator Survey<sup>1</sup>. This survey examines a variety of areas including school culture, school leadership, instructional practices, and teacher and administrator evaluation.

The Survey consists of five core versions provided to each of the groups listed below.

1. Teachers
2. Building Administrators
3. Counselors
4. Instructional Coaches
5. Certified School-Level Support Staff

The Instructional Coach Core Survey follows this introduction. Teachers and administrators complete the appropriate core, and may be assigned several branching questions related to the specific nature of their position. Teacher and administrator branches include the following.

### Teacher Branches

1. Early Career
2. High School
3. IPI School

### Administrator Branches

1. IPI School

Teachers and administrators complete the appropriate core and a randomly assigned module. Teacher and administrator modules include the following.

### Teacher Modules

1. Professional Learning
2. Assessment and Standards
3. Personalized Learning
4. Evaluation
5. Early Literacy
6. High School
7. IPI Teachers
8. Pre-Kindergarten

### Administrator Branches

1. Professional Learning
2. Assessment & Standards
3. Personalized Learning
4. Evaluation

Survey participants generally are able to complete their portion of the survey in 15 – 25 minutes.



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<sup>1</sup> Questions on the Tennessee Educator Survey were derived from a variety of sources including: the Tennessee First to the Top Survey; the Consortium on Chicago School Research (CCSR) surveys; the Schools and Staffing Survey (SASS), the Teaching, Empowering, Leading and Learning (TELL) survey; the What Makes Schools Work survey; and the Gates Measure to Learn and Improve surveys. Several items were also drafted by the Tennessee Department of Education. For more information on the source of individual questions, please contact the Tennessee Consortium on Research, Evaluation, and Development.

**2016 Tennessee Educator Survey****Tennessee Educator Survey: Introduction**

- Q1. \*Please select the option below that best describes your primary professional position/role during the 2015-2016 school year.
- a. Teacher
  - b. Principal of a single school
  - c. Assistant principal or vice principal of a single school
  - d. Instructional coach
  - e. Counselor
  - f. Psychologist
  - g. Social Worker
  - h. Audiologist, Speech/Language Pathologist
  - i. Librarian/Library Media Specialist
  - j. Central office staff member
  - k. None of the above, and my work is ACROSS MULTIPLE SCHOOLS.
  - l. None of the above, and my work is at ONE SCHOOL. (Please specify your position.)
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**Tennessee Educator Survey: Counselor Core****School Climate**

Q2. Please indicate the extent to which you agree or disagree with the following statements regarding about your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The staff feels comfortable raising issues and concerns that are important to them.	1	2	3	4
b. There is an atmosphere of trust and mutual respect within this school.	1	2	3	4
c. Most of my staff share my beliefs and values about what the central mission of the school should be.	1	2	3	4
d. Administrators hold teachers to high professional standards for delivering instruction.	1	2	3	4
e. Teachers hold each other to high professional standards for delivering instruction.	1	2	3	4
f. Teachers hold students to high academic standards.	1	2	3	4
g. Teachers believe that they are collaborative stakeholders in major school decisions.	1	2	3	4

Q3. Please indicate the extent to which you agree or disagree with the following statements regarding staff in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The staff at this school like being here; I would describe us as a satisfied group.	1	2	3	4
b. I feel appreciated for the job that I am doing.	1	2	3	4

Q4. Please indicate the extent to which you agree or disagree with the following statements regarding school leadership in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. School leadership is adequately visible and available to address staff/student needs.	1	2	3	4
b. School leadership proactively seeks to understand the needs of teachers and staff.	1	2	3	4
c. School leadership makes a sustained effort to address staff concerns.	1	2	3	4
d. School leadership provides useful feedback about instructional practices.	1	2	3	4
e. I frequently have the opportunity to receive feedback on my practices from multiple sources.	1	2	3	4

Q5. Please indicate the number of teachers have you provided with instructional coaching during the 2015-16 school year.

Q6. Please indicate the number of different schools in which you have worked with teachers during the 2015-16 school year.

Q7. In what content areas do you provide instructional coaching?

- a. Reading or English/Language Arts
- b. Math
- c. Science
- d. Social Studies
- e. Technology
- f. RTI2/Intervention
- g. Other (Please specify)

Q8. In which grade levels do you provide instructional coaching?

- a. Kindergarten
- b. First
- c. Second
- d. Third
- e. Fourth
- f. Fifth
- g. Sixth
- h. Seventh
- i. Eighth
- j. High School

Q9. How often do you engage in the following activities, on average?

	Daily	A couple of times per week	A couple of times per month	A couple of times during the school year	Not at All
a. Meeting with other coaches for your own professional learning	1	2	3	4	5
b. Providing professional development to teachers	1	2	3	4	5
c. Planning with teachers	1	2	3	4	5
d. Modeling lessons for teachers	1	2	3	4	5
e. Co-teaching with teachers	1	2	3	4	5
f. Observing teachers and providing feedback for non-evaluation purposes	1	2	3	4	5
g. Conducting observation for evaluation purposes	1	2	3	4	5
h. Helping teachers obtain resources and materials	1	2	3	4	5
i. Supporting teachers with content knowledge	1	2	3	4	5
j. Supporting teachers with data analysis	1	2	3	4	5
k. Assisting teachers in their implementation of standards	1	2	3	4	5
l. Facilitating grade or content area planning	1	2	3	4	5
m. Leading professional learning communities (PLCs)	1	2	3	4	5
n. Other administrative duties (e.g., acting as a substitute, student assessment)	1	2	3	4	5
o. Working with students	1	2	3	4	5
p. Meeting with school/district administrators to discuss instructional improvement	1	2	3	4	5

Q10. Please rank the following according to what you feel would be the most effective use of your time as an instructional coach.

- a. Meeting with other coaches for your own professional learning
- b. Providing professional development to teachers
- c. Planning with teachers
- d. Modeling lessons for teachers
- e. Co-teaching with teachers
- f. Observing teachers and providing feedback for non-evaluation purposes
- g. Conducting observation for evaluation purposes
- h. Helping teachers obtain resources and materials
- i. Leading professional learning communities (PLCs)
- j. Meeting with school/district administrators to discuss instructional improvement

Q11. Please indicate the approximate percentage of time you spend providing instructional coaching the following types of teachers, on average. (Sliding Scale)

- a. Early career teachers (first three years in the classroom)
- b. Teachers who have received low evaluation scores
- c. Teachers who ask for extra support
- d. Teachers identified by school or district leaders as needing support
- e. Teachers you identify as needing support
- f. Other (please specify)

Q12. Please indicate how helpful your training in each of the following areas has been to you in your role. (If you have not received training in a given area, please select N/A)

	Not Helpful	Somewhat Helpful	Helpful	Very Helpful	N/A
a. Training on the districts' vision for coaching	1	2	3	4	5
b. Training in specific content areas	1	2	3	4	5
c. Training on specific pedagogical strategies	1	2	3	4	5
d. Training from a specific coaching model	1	2	3	4	5
e. Training on unique needs of adult learners	1	2	3	4	5

Q13. Please indicate the extent to which you are satisfied with your ability to accomplish each of the following.

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
a. Build relationships with the teachers I coach	1	2	3	4
b. Identify areas of improvement for the teachers I coach	1	2	3	4
c. Help teachers turn a critical eye on their instructional practice	1	2	3	4
d. Support teachers in developing a positive mindset for changing practice	1	2	3	4
e. Coach across various content areas	1	2	3	4

Q14. How often do you engage with each of the following activities when coaching teachers, on average?

	Never	Rarely	Sometimes	Frequently
a. Have specific areas of focus for each teachers' improvement	1	2	3	4
b. Stick with the same area of focus throughout the school year	1	2	3	4
c. Conduct a pre-conference prior to observation	1	2	3	4
d. Conduct a post-conference following observation	1	2	3	4
e. Work with teachers to select an appropriate task or text prior to an observed lesson	1	2	3	4
f. Look at student work following an observed lesson	1	2	3	4
g. Reference indicators from the teacher observation rubric in conversations	1	2	3	4

Q15. Which of the following do you most frequently approach for support in your development as an instructional coach?

- Other coaches in my school
- Other coaches in my district
- School administrators
- District administrators
- Resources and materials I seek out for myself
- Other (please specify)

Q16. What sources of professional learning have you received to support your development as an instructional coach?

- a. TDOE/CORE trainings or resources
- b. District trainings or resources
- c. School trainings or resources
- d. Professional association trainings or resources

Q17. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
f. The coach roles and responsibilities are clearly defined.	1	2	3	4
g. The principal understands the teaching practices the coach shares.	1	2	3	4
h. The principal prioritizes coaching time.	1	2	3	4
i. The principal believes that the coach's ongoing professional growth is an important part of effective coaching.	1	2	3	4
j. My coaching efforts are leading to improvements in teaching.	1	2	3	4
k. My coaching efforts are leading to improvements in student achievement.	1	2	3	4

Q18. Which of the following are the biggest challenges to being an effective coach?

- a. Too many teachers to work with
- b. Teachers are resistant to change
- c. Not enough support from district and school administrators
- d. Not enough focus on teaching improvement
- e. Lack of training
- f. Other (Please specify)

Q19. Is there anything else that you would like to communicate to the Tennessee Department of Education? (THIS QUESTION CONCLUDES THE SURVEY FOR INSTRUCTIONAL COACHES.)